Smart library utilization strategy to enhance teachers' reading interest in elementary schools

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KEYWORDS	ABSTRACT
	Reading is a crucial tool for unlocking the gateway to knowledge and plays a vital role in personal development. Engaging in reading allows individuals to refine comprehension skills from various angles, preventing engagement in risky behaviors due to a lack of knowledge. In educational settings, students look to their teachers for guidance and inspiration, including setting an example through reading books. Despite quality libraries and literacy programs, student interest in reading may not reach its full potential if teachers fail to act as reading role models. Unfortunately, enthusiasm for reading among teachers in Indonesia remains low. This research aims to uncover the availability of reading media in elementary schools utilizing the e-Library application (Smart Library). It focuses on the design of a reading media utilization program and the strategic implementation to enhance teachers' reading interest. Additionally, the research evaluates the impact of this media and program on teachers. A descriptive qualitative approach is employed, with research subjects from elementary schools in Bandung using Smart Library. Data collection techniques include observation, interviews, and documentation. Findings reveal the Smart Library Utilization Strategy Model to Increase Teachers' Reading Interest in Elementary Schools, comprising four steps: (1) Schools should provide comfortable reading media meeting teachers' needs, digital and physical; (2) School principals must design an innovative and diverse reading media utilization program to effectively enhance teachers' reading interest; (3) Implementation should proceed through strategic steps, from socialization to appreciation; and (4) Regular evaluation of teachers' reading interest improvement is essential to assess quality and identify factors influencing it.

Introduction

In school, students need role models in various aspects of their teachers, including being exemplars in reading books (Alexander, 2022; Cheung, 2020). No matter how comprehensive the library and literacy programs offered by the school are, the absence of teachers as role models in reading may compromise the effectiveness of efforts to increase students' interest in reading. Therefore, it is crucial for teachers to demonstrate a strong interest in reading to

inspire their students. Unfortunately, the emphasis on teachers' reading interests (Applegate & Applegate, 2004; Can & Biçer, 2021) is rarely prioritized or improved in schools. While school literacy programs (Cairney, 2002) typically contribute to enhancing students' reading interests, efforts to support teachers' reading interests have been neglected (Duffy 2000). Strategic programs that effectively utilize available media in schools are essential to improve teachers' reading interests (Nguyen and Habók, 2023). In some elementary schools in Bandung, a Smart Library media, presented as a digital library application (Santosa *et al*., 2022) is accessible via smartphones. These schools utilize the Smart Library application in their literacy programs to bolster teachers' reading interests.

If teachers' reading interests increase, students' interests will also rise (Rahmayani et al., 2021; Slay & Morton, 2020). Additionally, teachers can accumulate a wealth of knowledge from their reading materials, enhancing their professional teaching capacity (Fernández-Batanero *et al.*, 2022). A research study by Suryanti *et al.,* suggests that addressing the low reading interest in Indonesia involves implementing literacy activities/programs, providing diverse reading materials, creating conducive reading spaces, and utilizing technology (Suryanti and Megawanti, 2022). While the first study does not explicitly mention suitable programs for improving reading, the second study, conducted by Della *et al.,* in their research entitled "E-Library Management in Fostering Students' Reading Interest During the Covid-19 Pandemic," outlines strategies for using digital libraries to enhance students' reading interest (Della *et al.,* 2022). The first study does not specify the programs, whereas the second study explicitly mentions the program (digital library) and its aim to nurture students' reading interest. In contrast, this research aims to uncover strategies for using digital libraries to enhance teachers' reading interests as role models for students.

In reality, applications are merely tools. These tools work effectively to achieve their goals when the strategies and utilization programs are designed and implemented correctly. This research aims to unveil the strategic steps taken by elementary schools in Bandung to use the Smart Library effectively in enhancing teachers' reading interest. The school's goal of producing literate students can be achieved, in part, through the exemplary literacy of teachers. Therefore, the teachers' interest in reading should be enhanced through at least four steps: ensuring the availability of comfortable and suitable reading materials for teachers, both in digital and physical media; establishing a reading material utilization program to ensure genuine use for improving teachers' reading interests; implementing the program through strategic steps, from socialization to appreciation; and evaluating the improvement in teachers' reading interest after the program's implementation.

Method

The research methodology employed is a descriptive qualitative approach (Welch, 2000). The research subjects included the school principal, vice principal, librarian, literacy workgroup, and teachers using the Smart Library. Data were gathered through interviews, observations, and document analysis. Interviews were conducted with key stakeholders, while observations were limited to users (Hendren *et al.*, 2023). Document analysis encompassed the application interface on users' smartphones, the admin laptop interface, and documentation of activities related to Smart Library use. The researcher served as the primary research instrument, aiming to uncover strategies for using the Smart Library to enhance the reading interest of elementary school teachers in Bandung.

The collected data underwent qualitative analysis using the Spradley model, which consists of the following stages (Spradley, 2007): (1) Domain Analysis: This stage provided a general overview of the school literacy program at schools collaborating with the Smart Library vendor, documenting the outcomes of Smart Library usage in those schools; (2) Taxonomic Analysis: This stage involved evaluating the school literacy program, categorizing programs aimed at improving the reading interest of each school community member, and assessing Smart Library usage results aligned with these objectives; (3) Componential Analysis: At this stage, the researcher discussed programs related to increasing teachers' reading interest; (4) Cultural Theme Analysis: In this stage, the researcher identified strategies for using the Smart Library in the target school and elucidated its effectiveness in enhancing teachers' reading interest.

Results and Discussion

Smart Library is a digital library service owned by PT Gramedia Asri Media, guided by the motto "library products in your hand." PT Gramedia Asri Media has formed collaborations with numerous schools and universities in Indonesia to utilize Smart Library, including five elementary schools in Bandung, which constitute the focus of this research. In these schools, Smart Library plays a role in enhancing students' reading interest as part of the School Literacy Movement and also contributes to boosting teachers' reading interest. Presented below are the results of the analysis of these utilization strategies:

1. Analysis of Availability of Reading Media

Based on the research findings in elementary schools utilizing Smart Library, it is evident that some schools have physical libraries, while others do not. The presence of physical libraries varies, ranging from comfortable and standardized ones to reading corners scattered at various points in the school or shared facilities. The availability of a physical library in

schools using Smart Libraries supports efforts to enhance teachers' interest in reading. In instances where a physical library is unavailable or the facilities are suboptimal, the digital library serves as an alternative solution. Smart Libraries are utilized in schools, each with its advantages and disadvantages, according to literacy stakeholders. As stated by P1, "Yes, Smart Library is comfortable.

At least because there are applications held directly by the teacher, where the application is stored on the gadget or each teacher's cell phone"; P4, "Smart Library is available and quite exciting because of the simplicity of the online library system. All you have to do is open the app, select a book, and read it." P10 noted, "That's correct. I don't know the actual conditions, but what I feel is the condition of the server, which lags when used by many people, and also the application rarely updates its feature innovations." P11 mentioned, "Yes, our school collaborates with PT Gramedia Digital in procurement. The availability of digital libraries in elementary schools utilizing Smart Library supports and complements physical libraries in increasing teachers' interest in reading.

2. Program Analysis of Utilization of Reading Media to Enhance Teacher's Interest in Reading

Based on the research results from elementary schools utilizing Smart Library, it is apparent that school principals, vice principals, literacy working groups (pokja), and librarians develop programs for utilizing Smart Library's digital library media. The program aims to make teachers role models of literacy for their students, as expressed by P1:

> How do you want your child to read diligently if the teacher doesn't read? I think that's an essential thing. Our biggest mistake is that we provide so many children's books but don't provide books for teachers. We make programs where children can and often read, but the teachers don't read, even though teachers are admired and imitated. What is held by the teacher, what the teacher does, and what is the teacher's habit that will be replicated and emulated by the child? If our teacher is already holding the book, when he is waiting, he is reading the book, when he is playing, and so on.

Another goal of the reading media utilization program is for teachers to serve as providers of reading material for students. The subsequent objective of the reading media utilization program is to enhance teachers' interest in reading. The three specific objectives of the program for using reading media in elementary schools that employ Smart Library serve as guidelines for formulating types of programs to boost teachers' interest in reading. Eleven programs have been developed in elementary schools using Smart Library to enhance teachers' reading interests. The following are the eleven programs and their explanations based on the results of interviews and observations:

1) Principal Reading Challenge: Launched directly by the school principal, this program

challenges teachers to read in the Smart Library. The top three champions who consistently participate for three consecutive months receive a prize from the principal.

2) Literacy Week: This program promotes intensive campaigning for reading books in the Smart Library during one week every midterm.

3) Read 10 Minutes Before/After Teaching: Encouraging teachers to dedicate at least ten minutes before or after teaching every day to reading.

4) Selection of the Most Book Readers: This program relies on detection from the Smart Library admin dashboard, monitoring readers' progress and the number of books they read.

5) Accessing the Smart Library as Learning Materials: Integrated into the vice principal's curriculum, teaching, and learning program, this initiative encourages teachers to access the Smart Library for learning materials when developing lesson plans.

6) Top 3 Monthly Smart Library Readers: Routinely running monthly based on the daily accumulation of book readers in Smart Library.

7) Assignment of Making Book and Film Reviews: Given during meetings between teachers and the principal, this task involves creating book or film reviews related to a chosen book.

8) Interest in a Reading Program with the Longest Duration: Besides monitoring the highest number of books read this program tracks the average reading endurance of each teacher.

9) Readathon: This program, an acronym for reading and marathons, involves reading together for a specific duration without interruption.

10) One Month One Book Movement: Catering to the busy schedules of teachers who haven't shown progress in increasing their reading, this program encourages them to participate by committing to reading at least one book a month.

11) Accessing the Smart Library for Female Students' Materials"

Every Friday, female teachers take turns participating in activities designed specifically for female students. As part of women's education, teachers are instructed to draw material from books available in the Smart Library. These eleven programs are implemented at specific intervals: daily, weekly, monthly, mid-term, and during incidental events. Principals and vice principals serve as policymakers for school literacy activities, while librarians and the Literacy Working Group act as the implementers. Regarding the librarians, their roles may vary. In schools using Smart Library, the presence of Literacy Working Groups and librarians can differ. Some schools have both groups with distinct tasks, while others have only one group with shared responsibilities, overseeing the literacy of teachers, students, and all school members.

3. Analysis of the Strategic Implementation of the Reading Media Utilization Program to Enhance Teachers' Interest in Reading

In its implementation, the program aimed at enhancing teacher reading interest in elementary schools using Smart Library adheres to seven principles that underlie the strategic steps of the program. The following outlines the seven principles guiding the implementation of the program for using reading media to enhance teachers' interest in reading: (1) Principal's Vision: The program is implemented based on the principal's vision to foster a climate of student literacy exemplified by school teachers (Thompson *et al.*, 2004); (2) Raising Awareness: Despite the establishment of several rules in the initial stages of program implementation, the primary objective is to raise awareness of teachers' literacy; (3) Andragogy: Recognizing that teachers are assumed to be adults, the learning principles adopted are andragogy (Deveci & Saleem, 2022), as articulated by P1.

> Because we have agreed that what we announced was to be a whip, like our presence, we also report it. Earlier, the teacher had to accept whatever advice for him. Because the advice is not always praise, but what is essential, what is clear is that the advice is not used but is a medicine. There is no medicine that... for... seldom a sweet medicine. Most drugs are bitter and painful. For children, sweet syrup. For the teacher must be sore. Why? Because the teacher already knows what's sweet;

(4) Agreement: The rules for program implementation are based on an agreement made at the beginning of the academic year, where teachers commit to supporting school programs, including the Smart Library utilization program, to enhance their interest in reading; (5) Continuity: Program implementation is carried out continuously, not limited to a specific timeframe but until the program's objectives are achieved; (6) Consistency: While program implementation may start with liveliness and enthusiasm, there is often a decline along the way. Therefore, consistency is crucial, especially for program initiators and implementers; (7) Motivating Literacy Passion: Literacy passion refers to enthusiasm and a strong desire to benefit from literacy activities, including reading. This passion must be consistently nurtured and motivated to grow, eventually becoming a cultural norm. The principles adopted by school leadership and management in program implementation have been well-received by teachers, as expressed by P15.

> Yes, this program is beneficial for teachers who are too lazy to buy books, or it can also add scientific insight to update the times, and the knowledge can be applied to oneself, students, or in social life. It's a great program to enhance interest in reading for teachers because reading adds insight to teachers, especially me.

There are five strategic steps in implementing the Smart Library utilization program to enhance teachers' interest in reading: leadership policies, scheduling of literacy working groups, outreach, appreciation, and evaluation. The first step in program implementation is

leadership policy. To enact this policy, the leadership instructs the Literacy Working Group to create teacher accounts at the Smart Library, collaborate with level coordinators, and conduct periodic reminders of program implementation. During the socialization stage, nine activities took place: introducing the Smart Library to teachers, extending invitations, providing encouragement, making appeals, and offering advice and suggestions. Additionally, approaches were made to unit heads and school principals, whose librarians oversee several levels. In the subsequent stage, promotional activities occurred on the sidelines of school events and through school chat groups. Regarding the appreciation stage, rewards and punishments are implemented, as mentioned by P1.

> For that, we have a principal reading challenge. It is how the principal can challenge teachers to read. Later, teachers who consistently read at the Smart Library for three months will give them awards. Not only trophies and certificates, but we will also share books; we will also show what is called coaching money to buy books. Teachers must be interested because later, we will publish (the news) on the school's social media and the school's podcast to interview the tips for surviving for three months to become the most readers. Also, later, we will ask for a synopsis of the book, so it is not arbitrary, in the form of the unboxing (book).

In the strategic step of program implementation, the last stage is evaluation. In this stage, three activities are carried out: firstly, teachers are asked to create a book synopsis and perform a book unboxing to demonstrate their access to the Smart Library. Secondly, periodic reviews of statistical results on the Smart Library admin dashboard are conducted. Because the focus of this strategic step is individual interest, specifically in reading, it is crucial to note that personal interest serves as the driving force for growth, sustainability, and enhancement. Based on research results from schools utilizing Smart Library for their teachers, it is evident that the driving force behind their interest in the application is the user-friendly interface and a variety of e-books that are inspirational, free, and relevant to the material teachers require. Teachers responded positively to the strategy implemented by school leaders and the Literacy Working Group in the Smart Library utilization program. Research results related to the third research question, which concerns program implementation as a strategy, reveal that the program's implementation is based on several principles and has been executed through strategic, gradual, and evaluative steps.

4. Analysis of Evaluation of Strategies for Increasing Teacher Interest in Reading

The results of research on elementary schools utilizing the Smart Library, which employs applications to increase teachers' interest in reading, include a survey of teachers' opinions about enhancing their reading interest. There are four levels of increased interest in reading for teachers aged 20-30 years, namely significant growth, improvement, helpfulness, and

relative dependency on the title. From the teacher's perspective, the analysis of school principals, deputy principals, librarians, and the Literacy Working Group indicates that teachers aged 20-30 years old exhibit enhanced interest in reading, enthusiasm, good interest in reading, happiness in using the application, a relatively good level, a growing interest in reading driven by competition enthusiasm, and some at a mediocre level. This sentiment was expressed by, among others, P9, "Thank God it has improved every month even though the increase is not large"; P10, "Indeed, it is quite fluctuating depending on the mood or the busyness of the teachers. Overall, I think interest in reading is starting to grow with a sense of competitiveness." Meanwhile, teachers in the age range of 31-40 stated that their interest in reading had been enhanced, slightly enhanced, quite interested but not consistent, not yet interested, and some even stated that they were not interested. P15 expressed, "Thank God it has been enhanced; apart from reading alone, children can also read it; pretty good but not consistent." According to the analysis of school principals, deputy principals, librarians, and the Literacy Working Group, teachers' interest in reading from ages 31-40 has improved. However, the improvement is not substantial, and it seems that teachers are motivated to read. P1 stated, "There are teachers at that age who are motivated to read," and P8, "Acceptance of teachers aged 31-40 has improved."

Interestingly, teachers aged 41-65 showed a better reading interest performance than teachers aged 31-40. They stated that their interest had greatly enhanced, determined that it had to improve, was moderate, in the process of generating personal interest, and some had not. One of them was expressed by P14: With the Smart Library, I took the time to read. My reading interest has enhanced. Greatly improved. Because, wow, the titles of the books are so cool, so cool. So, it's a shame if you don't read it." Internal and external factors trigger the growth of interest in the individual. From the research results, it is known that teachers' interest in reading is triggered by internal factors and external factors as well. Factors within the teacher trigger the teacher's interest in reading. Based on the results of the research, this factor is in the form of fulfilling my wants, meaning that the teacher has the desire to fulfill the things he wants, so he looks for them in the Smart Library; there is a need for material knowledge from books; want to take the time to read amid busyness, make reading a hobby, there is a need for teacher professional reference, and curiosity about something. It was stated, among others, by P15, "Want to increase knowledge, especially about education."

The external factors that trigger teachers' interest in reading come from aspects of the Smart Library application, for example, because the application is user-friendly and makes teachers comfortable when using it. Another aspect is the efforts made by school principals to trigger their interest in reading, for example, by providing rewards for those who read

diligently. There are also aspects outside of application and leadership, namely, asking children at home to read books and being motivated by the enthusiasm for reading from colleagues. P15 stated, "Several factors trigger an enhancement in reading interest with the Smart Library, including ease of access, a user-friendly display, and the completeness of reading materials owned by this Smart Library." Not much different from the teacher's point of view, school principals, deputy principals, librarians, and the Literacy Working Group also revealed several factors classified as coming from Working Groups and Librarians, program availability, the quality of human resources in teachers, leadership and management efforts, as well as the Smart Library application itself. P1 clearly states it:

> Devices, applications, programs, and rewards. We have a working group, yes, Pelita. It is an active group with concerns about how to oversee, eu, guide, and, eu... in turn reminds us too ... um ... a reading culture can be realized well.

In addition to triggering factors, information was also obtained regarding inhibiting factors that made some teachers less or not interested in reading. The inhibiting factors for the teacher's interest in reading are internal and external. Internally, the factors that hinder the emergence and enhancement of teachers' interest in reading are teachers who are not good at time management, physical limitations due to age or illness, are still unfamiliar with digital books, and their greater interest in videos or articles from well-known platforms. P15 stated, "I feel there are obstacles, problems with the condition of the eyes affected by cataracts, the impact of diabetes." External barriers to teachers' interest in reading come from limited Android types, limited cellphone memory, and not updating the availability of books. Some have difficulty using their mobile phones at home because there is no wifi or because their children use their gadgets. It was stated by P15, "Because this application is accessed using a quota or wifi, so if cellular data is not active, it cannot be accessed."

Based on the results of data analysis, it is known that the availability of reading media in elementary schools using Smart Library. The reading media is stored in the library, both physical and digital. Some schools are fully equipped with a material library that conforms to standards as well as a digital library (Ali & Warraich, 2023); there are schools where the library cannot be used optimally because it is located on the top floor; there is also a physical library in the form of a small reading corner at several points in the school area; and there are also those who do not have a physical library at all, but rely on digital libraries. The availability of reading media in schools with the completeness of the books teachers need is very supportive for increasing teachers' interest in reading (Hume *et al*., 2015; Walgermo *et al*., 2018). Conversely, the absence of reading media will hinder programs (Seedaket *et al.*, 2020) to enhance teacher interest in reading. Research by Winarti *et al.,* regarding the effect of library

quality on students on campus strengthens this opinion. This study stated that there was a relationship between library reliability and student reading interest at STIKes Widya Husada Semarang. The libraries in question include physical and digital libraries (Winarti *et al.,* 2021).

The availability of digital libraries in the digital era is a vital asset for increasing teachers' interest in reading, especially for teachers of the millennial generation and those who have never known life without technology. As revealed by Sapta Sari, the millennial generation is a generation that is very close to the digital world because they make digital their personal space in accessing, obtaining, and sharing all forms of information they find on the internet (S. Sari, 2019). The results of this first research point show that providing media for physical and digital reading in schools will support efforts to enhance teachers' interest in reading. This reading media must be in a comfortable, appropriate, and easily accessible condition. The books should cater to the teachers' needs and must be constantly updated to keep teachers enthusiastic about updating their knowledge through books. Before planning or improving the availability of these books, a survey needs to be conducted so that the planning can be effective and efficient. In this case, the roles of the school principal, vice principal for infrastructure matters, and librarian are significant. From the analysis of research data in elementary schools using Smart Library, a program formulation for utilizing Smart Library to enhance teachers' interest in reading was identified.

Reading materials can serve various school literacy goals, including the enhancement of teachers' interest in reading. The increase in teachers' interest in reading is anticipated to serve as a catalyst for a subsequent rise in student interest in reading. This is because the teacher's role model in literacy will influence students, contributing to their proficiency in literacy. The findings of this analysis are pertinent to Meliantina's research, which highlighted the significant impact of the Fourth Industrial Revolution on advancements in science and technology. In schools, human resources, particularly teachers, play a crucial role, especially in educating and instructing students to adeptly use information technology. Teachers are expected to foster a literacy culture that supports learning in the present era (Meliantina, 2019). When utilizing digital reading media, it is essential to design programs with clear and measurable objectives, types, implementation timelines, and methods of execution. The design of this literacy program is reinforced by research. Gufran *et al.* emphasize that contemporary lifestyles are inseparable from gadgets. However, literacy levels in reading and writing remain low. Strategic steps are necessary to support the national literacy movement by developing literacy media that can enhance the spirit of community literacy (Gufran and Mataya, 2020).

Based on the findings of this second research point, the concept is that school principals, vice principals for human resources affairs, and the Literacy Working Group must innovate in

designing programs to utilize reading media to enhance teachers' interest in reading. These programs should also be adaptive to the teachers' conditions. For instance, the digital media utilization program focuses on teachers in the 20-35 age range who are still relatively young and can access digital books on their devices. For older teachers, physical book media is provided due to their limitations regarding the legibility of digital books on devices. Programs should also be diverse and designed to pique teachers' interest, eliminating the assumption that the world of literacy is flat and dull, thus removing obstacles to increasing teachers' interest in reading. After the program is well designed, a strategy is needed for its implementation. Without a strategy, a program may run at a mediocre level or may not run at all. Based on the results of research analysis in elementary schools using the Smart Library, program implementation involves principles, strategic steps, and motivation for interest. The strategic steps include leadership policies, scheduling the Literacy Working Group, socialization, appreciation, and evaluation.

The results of this analysis are relevant and align with the comprehensive research conducted by Lusiana Sari *et al.,* which reveals that internal and external factors influencing low interest in reading at the Library and Archives Service of the Province of Southeast Sulawesi include inadequate facilities, technological developments, library material collection, budget requirements, insufficient outreach, and a shortage of human resources (L. Sari *et al.,* 2020). To measure the success of a program, an evaluation of its implementation is needed. Based on an analysis of research results in elementary schools that use Smart Library, the increase in teachers' interest in reading varies from rapid standards to stagnation, so some teachers show no improvement. The diversity of these results is influenced by triggering factors and inhibiting factors for teachers' interest in reading, both internally from individual teachers and externally from school leadership and management, the Smart Library application, colleagues, and the teacher's family. The results of this analysis are relevant to the research. Ristyana Suryanti *et al.* concluded that there are two causes of low interest in reading: internal factors such as lack of self-motivation, inability to read, and lack of purpose; while external factors include lack of infrastructure, time, technology, and finance, along with factors from the surrounding environment. The consequence of low interest in reading manifests as low learning outcomes, poor quality of human resources, underdevelopment, and a high rate of unemployment. The solution to addressing the common issue of low interest in reading in Indonesia is through providing literacy activities or programs, reading materials and spaces, and incorporating technology (Suryanti and Megawanti, 2022). Based on the comprehensive analysis in this study, a model of the e-library Utilization Strategy to Increase Teacher Interest in Reading in Elementary Schools was identified, as depicted in Fig. 1.
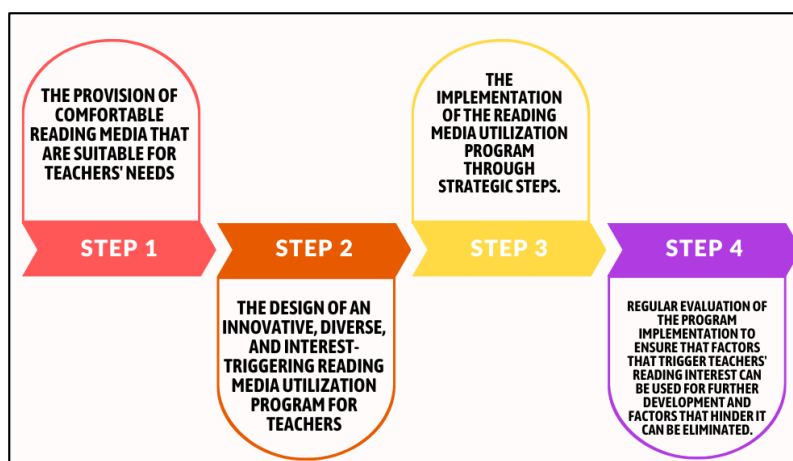
Fig 1. Strategy Model for Utilizing e-Library to Increase Teacher's Interest in Reading in Elementary Schools

The school's objective of producing literate student output can be attained through exemplary teacher literacy. Therefore, teachers' interest in reading must be increased through at least the four steps outlined in the Strategy Model for Utilizing e-Libraries to Increase Teachers' Interest in Reading in Elementary Schools, shown above. Firstly, schools should provide comfortable reading media tailored to teachers' digital and physical needs. This includes the comfort of the book during reading, the reading environment, and the rules for using and borrowing books. The suitability of reading materials with teachers' needs can be identified through a survey conducted by the school principal, considering teachers' passions or hobbies and the principal's awareness of scientific updates and insights in the global education arena. This enables the principal to determine the types and titles of books that should be provided. Secondly, the principal should design a program for using reading media to increase teachers' interest in reading. Regardless of how good the service and the availability of reading media are, without this program, it won't be as effective.

The designed program should be innovative and diverse to stimulate teachers' interest in reading. Thirdly, the program is implemented through strategic steps, from outreach to appreciation. Well-designed programs should not just be announced for teachers to follow as school rules; rather, the diversity of ways and styles of teachers in implementing these rules, as well as teacher feedback when a program is rolled out, should be analyzed. With constantly updated strategies derived from accurate analysis results, the program will be more efficient in increasing teacher interest in reading. Fourthly, periodic evaluations of the increase in teachers' interest in reading must be carried out after a program. Factors that trigger teachers' interest in reading should be incorporated into materials for developing program implementation strategies, as well as factors inhibiting teachers' interest in reading so that they can be minimized. Alternative strategies should be created and even eliminated in

implementing the following program. Lastly, as an additional finding, since an increase in teacher reading interest positions the teacher as a target, the principal needs to understand that teachers are human resources in schools who require management to contribute to realizing school goals. Therefore, a good school principal must have knowledge and expertise in human resource management.

Conclusion

Based on the research conducted on media utilization strategies to improve the reading interest of elementary school teachers using the Smart Library P.T. Gramedia digital library application in Bandung, the conclusions are as follows: (1) The availability of physical libraries in the schools where the research was conducted varies. Some are comfortable and meet the standards, some are reading corners scattered at different points in the school, and some are shared facilities. The availability of physical libraries supports efforts to increase teachers' reading interest. However, if a physical library is unavailable or its facilities are not optimal, the digital library becomes an alternative solution; (2) There are eleven programs aimed at increasing teachers' reading interest, including the Principal Reading Challenge, Literacy Week, reading for 10 minutes before/after teaching, selecting the most avid book readers, accessing the Smart Library as a learning resource, the Top 3 Monthly Smart Library Readers, tasks to write book and film reviews, long-duration reading interest programs, Readathon, One Book a Month Movement, and accessing the Smart Library for feminine materials. These programs have been clearly and systematically formulated with specific objectives, types, implementation times, and responsible parties; (3) The strategic implementation of the Smart Library utilization program consists of principles, strategic steps, and driving forces for interest. The seven principles include the school principal's vision, raising awareness, andragogy, consensus, continuity, consistency, and motivating literary enthusiasm. The strategic steps involve leadership policies, scheduling Literacy Task Force meetings, socialization, appreciation, and evaluation; (4) The driving forces behind teachers' reading interest in the Smart Library are the user-friendly application and the variety, inspiration, free access, and relevance of the e-books to the materials teachers need; (5) There are four levels of increased reading interest among teachers aged 20-30: significantly increased, increased, somewhat helpful, and relatively dependent on the book title. Teachers aged 31-40 stated that their reading interest grew, slightly improved, moderately interested but inconsistent, and some even stated they had no interest. Meanwhile, teachers aged 41-65 reported that their reading interest significantly increased, they made an effort to increase it, it was moderate, they were developing personal interest, and some still had no interest; (6) Teachers' reading

interest is influenced by triggering and inhibiting factors, both internal and external, to the individual teacher; (7) The improvement of teachers' reading interest in schools using Smart Library in Bandung occurred significantly after the implementation of the following four steps: the provision of comfortable and suitable reading materials for teachers, both in digital and physical media; the design of a reading material utilization program to ensure it is genuinely used for improving teachers' reading interests; the implementation of the program through strategic steps, from socialization to appreciation; and the presence of an evaluation of the increase in teachers' reading interest after the program's implementation.

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